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ABSTRACT

This annotated bibliography presents 24 articles and documents from the ERIC system. The sources cited discuss leadership in relation to personal qualities, behavior theories, organizational influence, and changing administrator roles. (DW)

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The Best of ERIC

Clearinghouse on Educational Management

Number 5 January 1975

The Best of ERIC presents annotations of ERIC literature on important topics in educational management.

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Leadership Styles

Bernthal, Wilmar F. "Organizational Leadership: Some Conceptual Models." Paper presented at Mountain Plains Institute for New Presidents of Community Colleges, Scottsdale, Arizona, May 1969. 19 pages. ED 034 530 MF $0.75 HC $1.50.

Bernthal examines types of organizations and the leadership role appropriate to each. He describes school organization as task-oriented, rather than charismatic, traditional, or bureaucratic.

The task of modern organizations is to select and develop managers who are sensitive, analytical, articulate, adaptive, and creative. In contrast to the impersonal bureaucratic leader and the inspirational charismatic leader, the task-oriented leader becomes coordinator, communicator, negotiator, coach, and provider of resources. Bernthal suggests that this role requires an educational leader to be flexible, adaptive, and an integral part of the social system.

Leadership style, then, adapts to the situation where both people and materials blend productively into an organization with a common goal.

Blanchard, Kenneth H., and Hersey, Paul. "A Leadership Theory for Educational Administrators." *Education*, 90, 4 (April-May 1970), pp. 303-310. EJ 022 274.

Leadership style, according to Blanchard and Hersey, must be adaptive to the variety of situations that occur daily in schools. The multiplicity of role demands on educational leaders prevents adoption of an all-purpose style.

A life-cycle theory of leadership is proposed to help leaders determine the demands of situations as they occur. The theoretical model is based on two axiomatic classifications of leadership activity called initiating structure and consideration behavior. This article defines, explains, and illustrates these terms operating in a theoretical framework. The reader is offered an alternative to thinking in terms of the timeworn bureaucratic, autocratic, and democratic models prevalent in the literature.

Chung, Ki-Suck. "Teacher-Centered Management Style of Public School Principals and Job Satisfaction of Teachers." Paper presented at American Educational Research Association annual meeting, Minneapolis, March 1970. 24 pages. ED 042 259 MF $0.75 HC $1.50.

Chung proposes that a high teacher-centered leadership style will reduce the incompatibility between the social and psychological needs of teachers and the bureaucratic characteristics present in educational management. Teacher-centered leadership is characterized by teacher participation in decision-making, little administrative routine work assigned to teachers, less close supervision, high support for professional growth, and open, personal relationships.

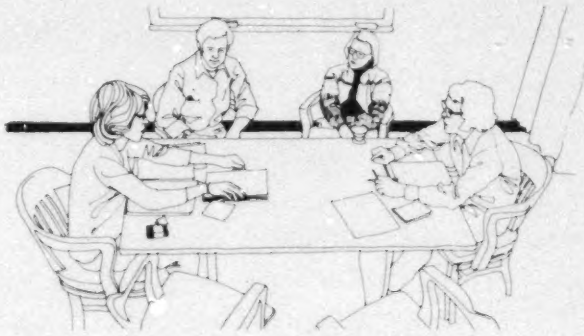
The data collected from teachers in 21 Michigan public schools support the hypothesis that a high teacher-centered leadership style improves the interpersonal relationships in school organizations. Further, teachers involved in a high teacher-centered administration have high job satisfaction when compared to those involved with authoritative, bureaucratic leadership.

Combs, Arthur W. "The Human Aspect of Administration." *Educational Leadership*, 28, 2 (November 1970), pp. 197-205. EJ 028 754.

Administrators are members of the helping professions whose work depends on instantaneous reactions to and from other people. Qualities that contribute to helpful reactions, according to Combs, are seeing the other person's point of view, believing in the worth of others, believing in themselves, holding large purposes in life, and using appropriate helping methods.

Leadership can be inferred to rise from a sense of what is important and what one believes about other people. Combs uses words such as able, dependable, friendly, and dignified to describe effective helpers.

His speech reports scholarly research in a warm, friendly way, so that the reader may gain a sense of uplift and encouragement.



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Erickson, Kenneth A. and Rose, Robert L. "Management Teams in Educational Administration: Ideal? Practical? Both?" Eugene: Oregon School Study Council, 1973. *OSSC Bulletin*, 17, 4 (December 1973). 24 pages. ED 084 662 MF $0.75 HC $1.50. (Also available from the Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403. $1.50.)

According to Erickson and Rose, team management means that management activities are carried out by two or more people together. This definition has strong implications for leadership style. The concept is characterized by key terms such as shared responsibility, humane manager, group decision-making, dignity of man, humane climate, and cooperative management.

In a series of 20 questions with brief, but adequate, answers, leadership style and team management are woven together to form a concept that emphasizes the need for humaneness in school administration.

Feitler, Fred C. "A Study of Principal Leader Behavior and Contrasting Organizational Environments." Paper presented at American Educational Research Association annual meeting, Chicago, April 1972. 15 pages. ED 065 900 MF $0.75 HC $1.50.

Feitler hypothesized that schools with a participative-group organizational format would be administered by principals whose leadership styles were more interpersonal than the styles of principals in schools with an authoritative organizational climate.

Using Likert's description of participative-group organizational structure, Feitler found that tolerance of freedom, consideration, integration, and tolerance of uncertainty were the four leader behaviors most significantly correlated to participative organizational structure.

The study indicates that where leadership fosters meaningful interpersonal interaction there is an increase in productivity and job satisfaction.

Flower, George E. "Is Anybody in Charge Here?" *Education Digest*, 37, 4 (December 1971), pp. 1-4. EJ 048 128.

As a man in the middle, responsible for an organization lacking trust, today's superintendent is faced with a change in leadership style. Flower, avoiding defensiveness, recommends that superintendents beware of easy answers, work toward new structures and procedures, turn to theory, and act rather than react.

Flower encourages today's administrators to seize the initiative, adopt a positive attitude, and emphasize the lead in leadership.

Gaynor, Alan K. "Playing the Role of the Principal: Patterns of Administrative Response." Paper presented at American Educational Research Association annual meeting, Chicago, April 1972. 17 pages. ED 062 714 MF $0.75 HC $1.50.

Using 90 participants in a role-playing workshop, Gaynor identifies three leadership styles as personal-transactional leadership, authoritarian leadership, and participative leadership.

Personal-transactional leadership is characterized by an information-seeking leader who makes decisions with some participation by subordinates. The authoritarian style is reflected more by values than by actions. However, subject-centered, impersonal communications, and leader-centered describe an authoritarian leadership. The participative leadership style is person-oriented, works through groups, and emphasizes personal communications.

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The purpose of Gaynor's research is to test instruments and explore patterns of administrative response.

Hedges, William D. "Being a Leader." *NASSP Bulletin*, 57, 376 (November 1973), pp. 29-36. EJ 088 875.

Bureaucratic leadership with the principal in center ring, whip in hand, is over. According to Hedges, the leadership role has changed from leader-centered to group-centered. The new role requires principals to use social skills to enhance interpersonal relationships and avoid faculty alienation.

Two important social skills that principals must use are feedback and paraphrasing. Feedback implies honest, sincere giving and receiving of information, and paraphrasing ensures accurate listening and better understanding.

After discussing the causes of alienation, Hedges concludes that the psychological climate of a school rests on trust.

Helwig, Carl. *Democratic Supervision and Creative Supervision: Are They Possible Misnomers?* 1968. 7 pages. ED 055 324 MF $0.75 HC $1.50.

Helwig is convinced that to talk of democratic and creative supervision as a leadership style is to engage in the niceties of educational palaver. His examination of the research reveals that a formal structure valuing legitimacy and position over human relations skills makes it difficult for a democratic, supportive leadership style to be an influence. Formal authority is reinforced by technical competence, but most weakly influenced by human relations skills.

Supervisors are advised to rely on formal authority as the mechanism of influence. However, supportive leadership may have influence if it is adjusted to the expectation of the formal structure.

House, Robert J., and others. "Leadership Style, Hierarchical Influence, and the Satisfaction of Subordinate Role Expectations: A Test of Likert's Influence Proposition." *Journal of Applied Psychology*, 55, 5 (October 1971), pp. 422-432. EJ 046 676.

Contrary to previous theory and research, these authors found that leadership style that is considerate and supportive of subordinates has little influence with the hierarchical structure. Further, job satisfaction of subordinates was found to be positively related to initiating structure, leader consideration, and leader decisiveness. However, no significant relationship emerged between subordinate role satisfaction and leader technical competence.

Research findings in this report are statistically supported and scholarly in nature.

Ignatovich, Frederick R. "Types of Elementary School Principal-Leaders: A Q-Factor Analysis." Paper presented at American Educational Research Association annual meeting, New York, February 1971. 47 pages. ED 054 516 MF $0.75 HC $1.85.

Ignatovich studied a sampling of Iowa elementary principals to determine what types of principal-leaders exist and what relationships exist between types of principal-leaders and selected aspects of organizational behavior of teachers.

The types of leadership discovered can be grouped by three titles: tolerant-interloper, intolerant-structuralist, and tolerant-integrator. The relationships found are clearly described and complemented by extensive statistical appendixes.

Lane, Willard R., and West, Philip T. "P.S. Caine." *NASSP Bulletin*, 57, 376 (November 1973), pp. 8-18. EJ 088 872.

Using the analogy of ship's captain, Lane and West illustrate three types of leadership for school principals as nomothetic, idiographic, and transactional. The styles of leadership are personified in the fictional characters, Queeg, DeVries, and Keith, captains of the U.S.S. *Caine* from Herman Wouk's novel, *The Caine Mutiny*.

The nomothetic leadership style is characterized by alluding to Captain Queeg: "A Principal that enshrines the custodial function, neglects instructional improvement, ignores student rights, staff involvement, and lay participation, and hides behind a negotiated contract, which he enforces to the letter of the law, shares much in common with Queeg, who swiftly incurs the disrespect of his men and the derogatory appellation of 'old yellowstain.' "

The authors' apparent approval of Willie Keith, the last captain of the *Caine*, reflects their endorsement of the transactional leadership style. Readers who enjoy literature will be attracted to the refreshing article.

Marjoribanks, Kevin. "Bureaucratic Structure in Schools and its Relationship to Dogmatic Leadership." *Journal of Educational Research*, 63, 8 (April 1970), pp. 355-357. EJ 019 454.

If a dogmatic principal may be defined as having a closed mind, an authoritarian attitude, and intolerance of diverse beliefs, will he influence the organization of the school to be rigidly bureaucratic? Marjoribanks says, "No." Data collected from 50 Canadian elementary principals and faculties suggest an absence of significant relationships between the dogmatic personality of principals and the bureaucratic structure of schools in their charge.

Marjoribanks reports that the behavior of the principal is not a simple function of personality. A dogmatic principal does not create a bureaucracy in isolation. The principal's personality influences the organizational structure only when in interaction with a set of other forces operating within the school.

McIntyre, Kenneth E., editor. *The Principalship in the 1970's. Bureau of Laboratory Schools Monograph No. 23.* Austin: University of Texas, 1971. 108 pages. ED 052 534 MF $0.75 HC $5.40.

This collection of papers includes one complete chapter by Bridges wherein he reports that a principal's leadership style is determined by feelings of personal success. He states that the problematic character of estimating success within the organization and a simultaneous urge to know whether one is successful impel the principal to work out ways to reduce the uncertainty of personal success. How he chooses to solve this problem is a major determinant of leadership style.

Bridges identifies four factors that affect leadership style: yardsticks one chooses to measure personal success, the capacity to function effectively without knowledge of results, one's belief about cause-result relationships, and the responses to known success and failure.

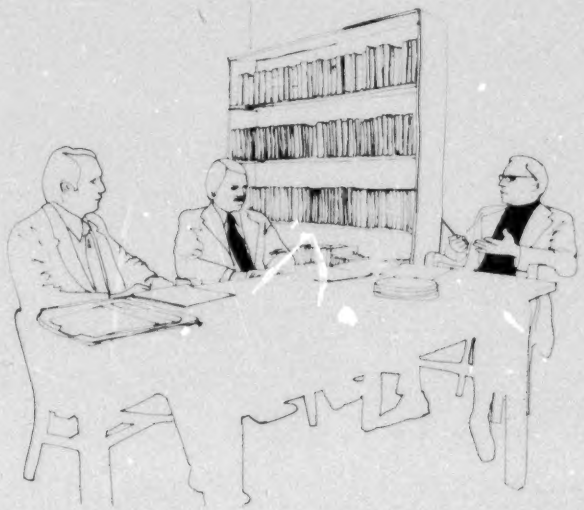
Examples of uncertainty-reducing activities are cited.

Tannenbaum, Robert, and Schmidt, Warren H. "How to Choose a Leadership Pattern." *Harvard Business Review*, 51, 3 (May-June 1973), pp. 162-180. EJ 087 713.

This article, chosen as an "HBR Classic," was written in 1958 and, because of its popularity and durability, has been reprinted. The authors have added a current commentary to evaluate and update the original article.

The original article emphasizes that a successful leader is keenly aware of the forces relevant to his behavior at any given time and is, then, able to act appropriately. A successful manager must possess insight and flexibility.

The commentary provides historical perspective and current thinking. A major theme, added to the original, emphasizes the interdependency among the forces that stimulate leader behavior. The authors also recognize a change in the attitude of subordinates that makes them less willing to be subordinate.



Thomas, Terry A. *The Effects of Laboratory Training on Elementary School Principals: An Evaluation.* Eugene: Oregon School Study Council, 1969. 48 pages. ED 034 311 MF $0.75 HC $1.85. (Also available from College of Education, University of Oregon, Eugene, Oregon 97403. $1.00.)

Can leadership style be influenced or changed? At least one researcher has evidence that leadership style can be changed through laboratory training. Using a before-and-after control-group research design, Thomas determined that principals in the experimental group showed more change toward consideration of individual staff needs, use of tact, more collaboration in decision-making, and increased leadership for improving staff performances.

Followup studies revealed that the staffs of experimental-group principals increased in group morale and developed more open organizational climates.

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FA 004 448

Tosi, Henry L. *The Effect of the Interaction of Leader Behavior and Subordinate Authoritarianism.* [1970]. 18 pages. ED 056 341 MF $0.75 HC $1.50.

Responses from 488 managers of a large retail finance firm allowed Tosi to test several congruency-type hypotheses in an effort to reveal the interrelationship between leadership style and subordinate authoritarianism. The strongest relationship emerged between an authoritarian subordinate and a directive manager.

Two related observations from this study suggest that leadership effectiveness must take into account factors other than the leader himself, and that work situations must have some structure.

Utz, Robert T. "Principal Leadership Styles and Effectiveness as Perceived by Teachers." Paper presented at American Educational Research Association annual meeting, Chicago, April 1972. 11 pages. ED 064 240 MF $0.75 HC $1.50.

An effective principal must be more than a custodian. Experienced teachers rated principals according to overall effectiveness, consideration for teachers, development of learning programs, concern for production concern for people, and plant management skills. Plant management skills were found least important.

In the principals rated most effective, Utz found a strong positive relationship between concern for people and concern for production. The principals rated lowest in overall effectiveness were also low in concern for people and production. The highest rated principals were rated lowest in plant management skills.

Utz concludes his report with a question, "Does 'ideal' leadership style of the principal make any difference in the inputs or outputs of students and teachers?"

Wiggins, Thomas W. "What's in the Script for Principal Behavior? Implications of Some Current Research on the Behavioral Characteristics of Principals." Speech presented at National Association of Elementary School Principals annual convention, Cleveland, April 1971. 6 pages. ED 057 445 MF $0.75 HC $1.50.

The leadership style of an elementary principal is influenced by experience. Because school districts reward conforming behavior, the principal is more often compliant than innovative. He seeks uniformity rather than diversity. Research suggests that leadership style is influenced by the expectations of the school more than by an administrator's individual personality.

Wiggins asserts that the principal is confronted with a hidden script that prescribes leader behavior. Then, he challenges administrators to discard the script and states that it exists in the minds of principals who lack the faith and courage to confront life with pride and confidence in themselves.

Vidich, Arthur J., and McReynolds, Charles W. *High School Principals Study Seminar. Final Report.* New York: New School for Social Research, 1969. 34 pages. ED 037 831 MF $0.75 HC $1.85.

High school principals are described by Vidich and McReynolds as men on the defensive, confronting an educational world they didn't create or anticipate. Therefore, it is not surprising that their model for the future, as well as their defense against the present, is their vision of the past.

Given this psychological setting, the authors report that an effective leadership style may be democratic or authoritarian, casual or formal, friendly or aloof. The necessary, but elusive, quality is effectiveness. The major finding is the defensiveness of principals whose main concern is with holding the line against the encroachments on their authority.

Vidich and McReynolds conclude with a plea for the division of the principal's role into two components by creating an administrative role and a head teacher role.

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